

# **Achievement of Market Friendly Initiatives and Results (AMIR 2.0 Program)**

Funded By U.S. Agency for International Development

## **Jordan Business School Development Project: Survey of Potential Partners in U.S.**

Final Report

Deliverable for Business Management Initiative (BMI) Component, Task # 221.2  
Contract No. 278-C-00-02-00201-00

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*This report was prepared by Dr. Kenneth L. Hoadley, in collaboration with Chemonics International Inc., prime contractor to the U.S. Agency for International Development for the AMIR Program in Jordan.*

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## 1. **Executive Summary**

This report contains the findings, conclusions and recommendations resulting from a consulting assignment carried out by the author as part of the Business School Development sub-component of the Jordan AMIR project funded by USAID. The objective of the assignment was “to develop a short list of between five and ten US business schools which may be interested and qualified to be considered as potential partners to a new graduate business school in Jordan, and to understand their objectives and constraints regarding such a partnership.”

The report summarizes a three-step process used in developing and interviewing a short list of potential U.S. business school partners which included:

- ?? The construction of a “long list” of 20 business schools based on published business school rankings and other information;
- ?? Research on each school in the long list, focusing on each school’s current and past level of activities in international partnerships above and beyond simple student exchange programs; and the construction of a “short list” of 10 schools with significant interest and experience in international partnerships;
- ?? Interviews with eight schools from the short list in order to gauge each school’s potential interest in responding to an invitation for proposals for the Jordan Business School project;
- ?? Follow-up written communication with each school interviewed.

As a result of the initial round of interviews, a few schools expressed doubts regarding their ability to undertake an additional institutional development project as they were currently or had just recently undertaken major international expansion or partnership projects. Additional schools expressed a keen interest in moving forward with the Jordan Business School Project, but cautioned that their schools could probably not undertake the entire project by themselves and would probably want to present a proposal as part of a consortium of U.S. business schools. Finally, one (and possibly a second) leading U.S. business school with significant international presence and experience, including significant presence and experience in Jordan, expressed an initial interest in moving forward on its own and not as part of a consortium. All interviewees, however, cautioned that additional discussions at the level of the Dean of the Business School would be necessary before providing any additional expressions of interest.

All interviewees stressed the need to clearly recognize the U.S. business schools’ motivations for entering into a potential partnership with a Jordanian business school. In most cases, these needs involve the establishment or further development of the U.S. business school’s international reputation and presence, as well as an expansion of the scope of its existing portfolio of international executive education programs.

Interviewees also stressed the difficulty of attracting faculty to commit to long-term residencies outside of the United States due to the inherent disruptions in teaching, research, and consulting relationships.

Based on the research and the interviews, it is suggested that:

- ?? the RFP/RFA be written so as to admit the possibility of US business school consortia in addition to single-school applicants;
- ?? the model outlined in the RFP/RFA not rely exclusively on long-term faculty residencies, but also admit the use of short term visits by faculty from the U.S. business school; and
- ?? the model recognize the legitimacy of the U.S. business schools' own strategic goals and objectives in partnering with the Jordan Business School, and work toward a win-win solution in which the goals and objectives of all parties are met.

## **2. Introduction and organization of report**

This report contains the findings, conclusions and recommendations resulting from a consulting assignment carried out by the author as part of the Business School Development sub-component of the Jordan AMIR project funded by USAID. The objective of the assignment was “to develop a short list of between five and ten US business schools which may be interested and qualified to be considered as potential partners to a new graduate business school in Jordan, and to understand their objectives and constraints regarding such a partnership.”

This assignment was motivated by the findings reported in “Jordan Business School Selection Action Plan” regarding the goals and constraints of potential U.S. business school partners in participating in the Jordan Business School Development Project. In that report, it was noted that these objectives may include, for the schools themselves,

- (i) a need for significant income to the school deriving from the deployment of its professional resources (i.e., its faculty) in activities where their marginal financial contribution to the school is highest;
- (ii) a need to establish or enhance the school’s presence in a variety of international locations; and
- (iii) a need to fully staff all regular degree and non-degree programs without resorting to an unseemly high percentages of classes taught by adjunct faculty.

For faculty members themselves, additional goals and constraints may include

- (iv) a need to maintain one’s research momentum,
- (v) a need to maintain current levels of income (considering that normal daily rates for consulting or teaching in executive programs run between \$2,500 and \$5,000 at leading business schools),
- (vi) a need to acquire international experience through overseas faculty exchange programs, research or occasional residencies; and
- (vii) the *occasional* interest in spending extended time living abroad while working in the field of management education and maintaining one’s affiliation with a university.

It was therefore recommended that a survey of US business school interest be undertaken in order to identify at least 5 to 10 potential partners, as well as to understand the objectives and constraints which might influence their interest in participating in the project.

The activities undertaken as part of this survey included the following specific steps:

1. Numerous different published US business school rankings, plus additional information (such as the list of U.S. Department of Education funded “Centers for International Business Education and Research” or CIBERs) were used to

- develop an initial “long list” of 20 leading business schools to examine in greater depth;<sup>1</sup>
2. Internet-based research on schools in the “long list” was used to develop a “short list” list of leading schools with significant international activities and experience, and an apparent potential interest in partnering with a new Jordanian business school;
  3. Telephone or personal interviews<sup>2</sup> with individuals at as many of the schools on the short list as possible to gauge potential interest and constraints to a long-term partnership in Jordan;
  4. Follow-up written communication with each school interviewed in order to facilitate each school’s institutional consideration of the possibility of participating in the project if and when an RFP is issued;
  5. Development of conclusions and recommendations regarding the level of potential interest and possible constraints to a US business school partnership in Jordan.

It is important to note that the “short list” is in no way intended to constitute a final list of potential partners, or in any way to indicate that applicants might or should be selected from this list of US business schools. The only purpose in developing this list and in interviewing schools on it was to sample potential interest in responding to a Request for Proposals (or Request for Applications), and to understand *ex ante* the conditions and constraints which might influence their responses. It is intended that this information will be used primarily as an input in the design of the RFP/RFA for a U.S. business school partner to the new Jordan Business School.

### **3. Development of initial “long list” of leading business schools**

Six separate sources were used to identify a “long list” of potential US business school partners:

- i. Forbes Magazine second annual ranking of MBA programs, published in September, 2001
- ii. The Wall Street Journal’s first ranking of 50 U.S. and international MBA programs, published in April, 2001

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<sup>1</sup> A visit to the AACSB headquarters in Saint Louis, MO was included in the SOW as an initial step in the development of the “long list.” The consultant did speak with the appropriate AACSB representative by telephone and concluded that an additional site visit would not be warranted.

<sup>2</sup> Many of the schools which appeared on the “short list” host a U.S. Dept. of Education-funded CIBER (Center for International Business Education and Research). The author, who is also Director of the UNC-Chapel Hill CIBER, was co-host to an academic conference in Chapel Hill, NC on March 13-16, 2002 which was attended by many fellow CIBER Directors. Several individual interviews regarding the Jordan business school project were conducted during the conference.

- iii. U.S. News & World Report ranking U.S. graduate business schools, published in March, 2000
- iv. The Financial Times rankings of the world's top 100 business schools, published in January, 2001,
- v. Business Week's semi-annual ranking of the top U.S. business schools, published in September, 2000 (note: the Business Week ranking is generally accepted as the most influential ranking of U.S. business schools);
- vi. The list of 28 Centers for International Business Education and Research (CIBERs), funded on a competitive basis by the U.S. Department of Education under Title IV.

(Appendix 1 contains the top 30 schools in each of the five business school rankings; Appendix 2 contains a list of the 28 CIBERs.)

Based on these multiple sources of data, as well as the consultant's knowledge and familiarity with many of the listed schools, an initial "long list" of 20 U.S. business schools was developed which would constitute a basis for further internet-based research. The schools on the "long list" included:

1. Boston University
2. Columbia University\*
3. Cornell University (Johnson)
4. Duke University (Fuqua)\*
5. Georgetown University (McDonough)
6. Indiana University (Kelly)\*
7. Michigan State University (Broad)\*
8. Northwestern University (Kellogg)
9. Ohio State University (Fisher)\*
10. Perdue University (Krannert)\*
11. Thunderbird (The American Graduate School of International Management)\*
12. Univ. of California at Los Angeles (Anderson)\*
13. Univ. of Maryland (Smith)
14. Univ. of Texas at Austin (McCombs)\*
15. University of Michigan – Ann Arbor\*
16. University of North Carolina at Chapel Hill (Kenan-Flagler)\*
17. University of Pennsylvania (Wharton)
18. University of Pittsburg (Katz)\*
19. University of South Carolina (Moore)\*
20. University of Southern California (Marshall)\*

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\* Denotes host to a U.S. Dept. of Education Center for International Business Education and Research (CIBER).



#### **4. Development of “short list” list of schools with significant international activities and experience**

Each of the schools appearing on the “long list” was researched using information available on the school’s Internet web site as well as other related Internet sources. While each of the listed business schools maintained an active study abroad program with multiple “partnerships” for the purpose of student exchanges, schools whose only apparent international activity was a student exchange program or international study tours were eliminated from further consideration.

A significant number of schools on the long list did, however, provide evidence of a more active involvement with partner schools outside of the United States, and these schools were selected for additional study and interviews.

- a. Duke University’s Fuqua School of Business, which is also host to a CIBER, has recently established a satellite campus in Frankfurt, Germany primarily as a base for its “Cross-continent MBA” program which is intended to serve both European and North American markets with an executive MBA program convenient to working managers. Fuqua also has extensive experience with its Global Executive MBA (GEMBA) which includes intensive modules held in partnership with leading business schools in various different parts of the world.
- b. Georgetown University’s Center for Intercultural Education (CIED) and Development “plays a fundamental role in fulfilling the university’s commitment to international service.” It is engaged in work in Central America, East Central Europe and Southeast Asia, on a contract or sub-contract basis to design and implement cost-effective education training projects. While not part of Georgetown’s McDonough School of Business, an opportunity may exist to combine the technical expertise of the business school with the CIED’s experience in managing overseas education projects.
- c. Northwestern University’s Kellogg School of Management has established joint executive MBA programs with business schools in Israel, Germany and Hong Kong in which students from all four schools take classes together in Chicago. Kellogg also maintains an active role in a partnership with the Sasin Graduate School of Business Administration at Chulalongkorn University in Thailand, and the Indian School of Business – a joint venture with the Wharton School – in India.
- d. Perdue University’s Krannert Graduate School of Management has recently initiated its German International School of Management and Administration in Hannover, Germany, with its own full-time faculty to offer a variety of MBA and Executive MBA programs in Europe.
- e. Thunderbird, The American graduate School of International Management, currently operates full-time campuses in France and Tokyo, with additional presence during part of each year in Guadalajara, Mexico, and Sao Paulo, Brazil. Thunderbird also sponsors numerous student study internships throughout the world, making use of its global alumni base. With a long history and commitment

to international business education, Thunderbird has a tradition of exploring new ventures in management education throughout the world.

- f. The University of Maryland's Robert H. Smith School of Business was awarded a contract by USAID in 1994 to create a new management education program in collaboration with the University of Lodz in Poland. "In this project, the two institutions created the Polish-American Management Center (PAM Center), which offers an executive management degree program and extensive outreach and distance learning programs for the business community and general public." This project has led to a lasting relationship between Maryland and the University of Lodz which has survived the end of USAID funding.
- g. The University of Michigan's Graduate School of Business has developed a reputation as one of the most internationally-engaged of the top-tier business schools, with one of the most internationally-focused MBA programs among leading business schools (including numerous opportunities for international in-company projects), and an extensive offering of open-enrollment executive education programs held Africa (Rep. Of South Africa), Asia-Pacific (India, Hong Kong, Thailand and Singapore), Europe (Spain, Holland), Middle East (Dubai), and South America (Sao Paulo). The University of Michigan's School of Business is currently intensively involved in various management education projects in Jordan, including several in-company projects.
- h. The University of Pennsylvania's Wharton School of Business has numerous long-term global partnerships, including alliances with INSEAD, the Singapore Institute of Management, and the Indian School of Business (a joint venture with Northwestern's Kellogg Graduate School of Management). It also maintains a faculty exchange program with Tsinghua University in China, and runs a Global Consulting Practicum for its MBA students.
- i. The University of Pittsburgh's Katz Graduate School of Business currently sponsors MBA-level instruction and management research in the Czech Republic, and in Sao Paulo, Brazil. It has extensive experience in international partnerships, having played pivotal roles in the establishment of new graduate business schools in Hungary and the Czech Republic. It currently maintains additional partnerships with the Shanghai Finance College, the Institute of Technology in Monterrey, the University of Augsburg, the European Business School and the Universidad Tecnica Federico Santa Maria in Chile. As part of its partnership activities, the Katz School currently offers its International MBA for Executives (IEMBA) in collaboration with the AmCham in Sao Paulo, Brazil, and the CMC Graduate School of Business in the Czech Republic.
- j. The University of South Carolina's Darla Moore School of Business was among the first in the country to offer a specialized International MBA program, including both a significant foreign language requirement and a significant (six-month) overseas internship as part of the program. South Carolina's International MBA has been ranked first or second in the U.S. for the past twelve years. In addition to its extensive international alumni base, South Carolina also operates a

joint program with the Wirtschaftsuniversität Wien, the Vienna University of Business and Economics.

## **5. Telephone or personal interviews to gauge potential interest and constraints**

Of the ten U.S. business schools on the “short list,” interviews were held with representatives of eight (Duke, Georgetown, Purdue, Thunderbird, Maryland, Michigan, Pittsburg, and South Carolina).

While all the schools interviewed are actively interested in continuing to increase their level of international activities and international presence, specific reactions to the prospect of partnering with a new business school in Jordan under a model similar to that presented in “Jordan Business School Selection Action Plan” generally fell into three categories:

- a. Probably not interested due to other international commitments. Several schools, including Duke’s Fuqua School of Business, and Purdue’s Krannert Graduate School of Management had recently committed to the establishment of major new alliances or off-shore satellite campuses and doubted that their institutions would be in a condition to undertake an additional institutional development project in the near future. Others, including Maryland’s Robert H. Smith School of Business and the University of South Carolina’s Darla Moore School of Business are heavily involved in other internal development activities which will probably preclude them from becoming involved in the Jordan project.
- b. Probably interested in a consortium approach. Several additional schools, including Thunderbird and Pittsburg (Katz) would very likely or definitely be interested but would probably want to form or participate in a consortium of U.S. business schools for the purpose of partnering with the Jordan school, due to severe limitations on faculty availability. In both cases, a high level of enthusiasm was evident, but the interviewees cautioned that they would have to discuss the prospect with their respective Deans before giving any greater indications of interest.
- c. Probably interested in moving forward by themselves – i.e., not as part of a consortium – but might be interested in a consortium as well. Both the University of Michigan and Georgetown University may, after additional consultation, elect to move forward on their own. Due to its already high level of international involvement and experience, as well as to its overall size, the University of Michigan’s School of Management might consider undertaking this project by itself. Again, the interviewee cautioned that the project would have to be discussed with the Dean and others before any additional indication of interest. Georgetown University, in addition to the McDonough School of Business, also maintains a Center for Intercultural Education (CIED) and Development with significant experience in international technical assistance partnerships and contracts. Initial conversations at CIED suggested possible interest, although no contact had been established with regard to this project between CIED and McDonough.

All interviewees stated the importance of recognizing the U.S. business schools' own strategic objectives of expanding their own international reputation and presence, as well as the scope of their own portfolios of international executive education programs. As can be seen by the nature and scope of international executive education programs currently being offered by those schools most interested in the Jordan project, the opportunity to expand an American school's executive education presence into the Middle East would be of considerable interest to a potential U.S. partner.

Finally, interviewees cautioned against high expectations for much interest in long-term residencies in Jordan by members of their business faculties. Many faculty members are well accustomed to traveling great distances for short executive programs. Relatively fewer will be interested in one-semester or longer residencies in Jordan, due to the severe disruptions in research, executive teaching and consulting relationships which extended foreign residencies would of necessity create.

## **6. Follow-up communications**

Following the initial round of interviews (in person or by telephone) the consultant, with prior authorization from Chemonics International, Inc., sent by electronic mail a two-page letter to each interviewee outlining the current status of the Jordan business school project, as well as an expected timeline as recommended by the consultant to Chemonics and USAID. A copy of the basic letter is included in this report as Appendix 3.

## **7. Conclusions and recommendations**

This survey of potential U.S. business school partners has been successful in identifying a reasonably robust group of business schools which both enjoy a high reputation for excellence (as evidenced by their presence on one or more lists of top US business schools) and have considerable experience in undertaking international partnerships which have led to the creation of new programs at existing business schools, or brand new business schools.

Furthermore, of these prestigious and internationally-experienced U.S. business schools, representatives from an encouraging proportion of the sample interviewed have expressed considerable interest in learning more about the project and would very likely respond to an invitation to submit a proposal, either by themselves or in partnership with other U.S. business schools.

However, given constraints to the decision-making process at most business schools, as well as the often very real constraints to the availability of faculty to make themselves available for long-term residencies, it is recommended that the following modifications be introduced into the design for the proposed Jordan Business School.

- a. The terms of the RFP or RFA should be written in such a way as to allow the participation of consortia of U.S. business schools, although it would be necessary for one school to assume responsibility for overall project management.
- b. The RFP/RFA must be sufficiently flexible to as to allow for a minimum number of long-term residencies, to be supplemented by short-term U.S.

based faculty who will teach short modules in the MBA programs as well as executive education programs.

- c. Finally, as suggested in the Jordan Business School Selection Action Plan, the RFP/RFA must recognize as legitimate that the U.S. business schools' primary interest in partnering with the Jordan Business School will be to advance its own international reputation and presence, and to enhance the international scope of its executive education programs. The RFP/RFA must be written in such a way as to make the partnership a "win-win" proposition for all parties involved by recognizing and incorporating the legitimate strategic objectives and goals of the U.S. business school as well as those of the Jordanian partner and USAID/AMIR.

## Appendix 1: Business School Rankings

	Forbes (US) September, 2001	Wall Street Journal (World) April, 2001	US News (US) March, 2000	Financial Times (World) January, 2001	Business Week (US) September, 2000
1	Harvard	Tuck	Harvard	Wharton	Wharton
2	Wharton	Carnegie Mellon	Stanford	Harvard	Kellogg
3	Columbia	Yale	Wharton	Stanford	Harvard
4	Dartmouth	Michigan	Sloan	Chicago	Sloan
5	Chicago	Kellogg	Kellogg	Columbia	Fuqua
6	Yale	Purdue	Columbia	MIT	Michigan
7	Cornell	Chicago	Chicago	INSEAD	Columbia
8	MIT	Harvard	Fuqua	London Business School	Cornell (Johnson)
9	Kellogg	SMU	Michigan (Ann Arbor)	Kellogg	Virginia
0	Stanford	Texas	UC Berkeley	NYU (Stern)	Chicago
1	Duke	Wake Forest	Tuck	IMD	Stanford
2	UCLA	Michigan State	UCLA (Anderson)	UCLA	UCLA (Anderson)
3	Virginia	Maryland	Darden	Tuck	NYU (Stern)
4	Carnegie Mellon	Ohio State	NYU (Stern)	UC Berkeley	Carnegie Mellon
5	UC Berkeley	Notre Dame	Cornell (Johnson)	Cornell	Kenan-Flagler
6	Kenan-Flagler	Vanderbuilt	U Texas Austin	Michigan	Dartmouth (Tuck)
7	SMU	Kenan-Flagler	Yale	Carnegie Mellon	Texas-Austin (McCombs)
8	Emory	Wharton	Kenan-Flagler	Fuqua	UC Berkeley (Haas)
9	Michigan	Emory	Carnegie Mellon	Univ. of W. Ontario	Yale
0	Washington U.	Cornell	Indiana (Kelly)	Yale	Indiana
1	Rochester	Berkeley	Emory	Kenan-Flagler	Rochester (Simon)
2	NYU	Western Ontario	USC (Marshall)	Virginia	Vanderbuilt (Owen)
3	Indiana	Indiana	Purdue	Maryland	Washington U. (Olin)
4	Georgetown	Washington U.	Vanderbuilt	IESE	USC (Marshall)
5	Vanderbuilt	Thunderbird	Ohio State (Fisher)	Texas	Purdue (Krannert)
6		ESADE	Rochester (Simon)	Vanderbuilt	Georgetown (McDonough)
7		Rochester	Washington U. (Olin)	Rotterdam	Maryland (Smith)
8		Insead		Emory	Emory (Goizueta)
9		UC - Irvine		Georgetown	Michigan State (Broad)
0		NYU		Rochester	Georgia Tech (DuPree)

## **Appendix 2: Centers for International Business Education and Research (CIBERs)**

[Columbia University](#)  
[Duke University](#)  
[Florida International University](#)  
[Georgia Institute of Technology](#)  
[Indiana University](#)  
[Michigan State University](#)  
[Ohio State University](#)  
[Purdue University](#)  
[San Diego State University](#)  
[Texas A&M University](#)  
[The University of Texas at Austin](#)  
[Thunderbird](#)  
[U. of Utah and Brigham Young U.](#)  
[UCLA](#)  
[Univ. of Illinois at Urbana-Champaign](#)  
[University of Colorado at Denver](#)  
[University of Connecticut](#)  
[University of Florida](#)  
[University of Hawaii at Manoa](#)  
[University of Kansas](#)  
[University of Memphis](#)  
[University of Michigan](#)  
[University of North Carolina](#)  
[University of Pittsburgh](#)  
[University of South Carolina](#)  
[University of Southern California](#)  
[University of Washington](#)  
[University of Wisconsin](#)

### **Appendix 3: Follow-up letter sent to Business Schools interviewed**

***Kenneth Hoadley Consulting  
108 North Haven Drive  
Chapel Hill, NC 27516***

April 4, 2002

Dear \_\_\_\_\_,

(Opening paragraph referring to recent meeting at CIBER conference or recent telephone conversation about Jordan Business School project.)

As I mentioned when we spoke, I have agreed to act on a personal basis as a consultant to Chemonics International, Inc., a Washington D.C.-based international consulting firm and USAID contractor, to work on the development of a new graduate business school in Jordan. I'd like to follow-up on our previous conversation by reiterating where the Jordan Business School project stands as of now, and what we expect will happen over the next four or five months. While this letter should in no way be construed to be a request for proposals or applications, it presents a basic outline of my recommendation for the project as it stands now.

#### **Brief summary of Jordan Business School Development Project**

- 1      USAID, working through Chemonics International Inc., is now implementing a second multi-year project (AMIR) which is designed to assist the Kingdom of Jordan to develop a variety of "market friendly" institutions and policies to enable it to compete effectively in world markets.
- 2      One important component of the AMIR project involves helping to establish a new graduate business school in Amman which would serve both Jordan and its surrounding Arab neighbors.
- 3      The need for a new graduate business school has been voiced repeatedly by members of Jordan's private sector who believe that the quality of management education offered by the various local universities (primarily at the undergraduate level) is inadequate, and that it would be unlikely that any of them would be able to upgrade their existing programs to a level which would satisfy the needs of Jordan's private sector.
- 4      USAID, working through Chemonics International, intends to identify and select a local (Jordanian) organization, which might be one of the existing



universities or an independent not-for-profit organization established for the purpose of creating a new graduate business school, and to enter into a partnership agreement with it to establish a new graduate business school. The new graduate business school would be dimensioned to offer at a minimum one day-time and one evening or part-time MBA program (one section each) simultaneously, plus a series of shorter non-degree executive education programs.

- 5 Under the partnership agreement, the Jordanian partner would commit itself to formally establish the new graduate business school (which, if part of an existing university, would be an autonomous entity with its own faculty, installations, bylaws, governance structure, patrimony, etc.), obtain the necessary legal permissions to operate, appoint a governance structure, and make a substantial financial commitment.
- 6 USAID, working through Chemonics International, Inc., would commit itself to complementing the initial financial investment made by the Jordanian partner which may include , equipment, start-up costs and promotion over probably a three to four-year period. It would also commit itself to provide technical assistance to the new graduate business school, in the form of a multi-year technical assistance contract with a U.S. business school.
- 7 The technical assistance contract with a U.S. business school would probably include the following specific elements (a final decision on the design of the technical assistance project would be subject, in part, to the needs of the Jordanian partner):
  - a. In cooperation with the Jordanian partner, final design of all aspects of the new graduate business school, including
    - i. Physical plant and furnishings
    - ii. Program portfolio
    - iii. Organizational design and staffing plan
    - iv. Marketing plan
    - v. Four-year operating plan and budget
  - b. Overall management of the project during an initial three- or four-year period, including appointment of the Dean and other senior administrators
  - c. Staffing, using a combination of its own faculty (or faculty from consortium partners, if any), and qualified local Jordanian faculty
  - d. Program management, including all aspects of marketing, admissions, programming and operations, of all degree programs
  - e. Recommendation for the awarding of academic degrees to the new graduate school's Board of Trustees
  - f. Design and implementation of a set of non-degree executive education programs to be presented using primarily its own US faculty

- g. Design and management of research and case writing activities to support the school's teaching mission
  - h. Design and implementation of a faculty development program which will permit the new graduate business school to continue on a self-sustaining basis after the end of the technical assistance contract.
- 8 The preliminary timetable to implement the business school development project calls for the selection of a Jordanian partner and negotiation of a Memorandum of Understanding by early summer, 2002; the issuance of a formal RFP for a U.S. business school partner by mid-summer, receipt of proposals and selection of the U.S. partner by mid-fall, and formal program implementation beginning on January 1, 2003. It is expected that one or two pilot executive education programs might be offered during the first semester of 2003, and that the first cohorts of the day and evening MBA programs might begin in the fall of 2003.

As stated earlier, the above represents the thinking at this point. As this is the general market survey stage, I will be eager to converse with you and others regarding any suggestions you may have to the overall project design.

In the meantime, I'd appreciate hearing on an informal basis, any thoughts or suggestions you may have regarding any aspect covered in this letter.

I look forward to staying in touch.

Very truly yours,

Dr. Kenneth L. Hoadley, Consultant  
Chemonics International, Inc.

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